







Instructional Technology Newsline

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Department of Elementary and Secondary Education

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<http://www.dese.state.mo.us/divimprove/instrtech/newsletters>

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Instructional Technology Update

In late August a group of Missouri educators met to discuss the role of technology in meeting high accountability demands that are being imposed on districts by the Missouri School Improvement Program, the No Child Left Behind Act, and the Missouri Education Technology Strategic Plan. Committee members discussed current education technology programs, services, and practices that are working well (and not so well), identified those that should be continued, brainstormed new ideas, and listed priorities.

As you'd expect, much of the discussion centered around technology integration that involves a transformation in the teaching and learning process and results in improved student academic achievement. Missouri, in many ways, is better prepared than other states to meet challenges set forth by NCLB because of our strong school improvement program. Too, the committee acknowledged that Missouri districts, with the help of DESE grants and MOREnet services, have built adequate technology infrastructures.

The critical next step is to afford every teacher the kind of professional development that results in effective teaching and learning through the use of education technology. Missouri is again positioned well. We have found that the eMINTS Program provides that kind of training and long-term support, as evidenced by improvement in student MAP scores and the overwhelming requests for the limited training slots. The challenge is how to provide for current needs and meet future demands while also being faced with dwindling budgets. The committee's work will be valuable as Department and MOREnet staffs plan for FY04 and beyond. - Deb

FY03 Technology Grants

- ❖ Entitlement / formula grants -- The Title IID (Ed Tech Program) formula grant application is contained in the consolidated, online Federal Grants Application. Districts must coordinate these funds with state technology funds; therefore, the Title IID formula application should be filed at or near the same time as the state TAG grant application.

Note the following "news" since last month's Newsline:

1. The latest estimated **TAG reimbursement rate is 75%**.
 2. Per instructions from OA, the **FY03 payment schedule** was **revised** to include a 40% payment at time of approval (first payment), 20% in October, and 20% upon receipt and approval of the final expenditure report (FER).
 3. **August TAG Payment Error:** Instead of issuing 40% of the approved state amount, the payment represents 40% of the entire amount, which includes the district match. If your district received an August payment, your October payment will be adjusted accordingly. [If the district filed its TAG application in August, the first payment will be issued in September and should represent the correct amount.]
 4. ☐ **CORRECTION:** The revenue code for Title IID / eMINTS grants is 5466 and CFDA number is 84.315X.
- ❖ Discretionary / competitive grants –
 1. OA granted an exception to the **Title IID / eMINTS payment schedule**, allowing these grants to receive 75% of the approved amount in the first payment (August or September, depending upon the approval date).
 2. The **IDL** grant payments will be issued under the new payment cycle. The latest estimated **IDL reimbursement rate is 75%**.

USF e-rate Program

Wave 10 was issued on August 17, 2002. With this wave, the Schools and Libraries Division (SLD) committed over \$17.4 million in over 400 letters. Funding continues to support PRIORITY ONE (telecommunications and Internet access) services ONLY. Funding for internal connections will be delayed until SLD is able to determine the funding available for internal connections.

Schools and libraries, eligible for discounts below 80%, are being advised that their requests must be denied. There is uncertainty whether funds will be sufficient to fully fund all approved internal requests with discount percentages of 90%.

Funding statistics can be accessed at <http://www.sl.universalservice.org/funding/y5/national.asp>
Some of the current statistics for the overall 2002 program include the following:

- Total \$ Committed: \$741,740,123
- Total # Letters Issued: 24,175
- Average \$ Amount per Application: \$30,682
- \$ Committed for Telecommunications: \$591,066,672
- \$ Committed for Internet: \$150,673,452
- \$ Committed for Internal Connections: \$0

◆ **Technology Plan Review COUNTDOWN to April 2003...7 months**

Only 7 months until District Technology Plans are due for review. Districts have long been required to have technology plans for participation in the TAG grant and e-rate programs. NCLB poses new requirements for local plans, which must be in place by June 30, 2003.

- ❖ Only those Missouri district plans evaluated since January 2003 meet the new standards.
- ❖ The next review of district technology plans is scheduled for April 2003. According to our records over 400 districts will need technology plans approved for e-rate; over 90% will need plans approved for Title IID.
- ❖ Visit <http://www.dese.state.mo.us/divimprove/instrtech> to review the new state plan, use the District Technology Planning resources, follow the new scoring guide, make revisions, and submit the revised plan for state approval. Complete a District Technology Plan Review/Approval form, attach it to the plan, and mail to Instructional Technology by March 31, 2003.

Please contact the Instructional Technology office at 573-751-8247 if you have any questions regarding these matters.

◆ **October—Computer Learning Month**

<http://www.computerlearning.org/CLM.htm>

Computer Learning Month is celebrated each October and is a time for focusing attention on the important role computers, software and other technologies play in our lives, particularly in our children's learning and their future. Computer Learning Month is a time to try new ways of using technology, to learn new technology products, and to share knowledge with others in your local community about how to use technology.

While the Computer Learning Foundation offers numerous activities and suggestions for celebrating Computer Learning Month, it is parents, educators, schools, community groups and local businesses who determine what their community needs and organize their local celebration. Check out their website for contests and activities that can be easily integrated into regular classroom teaching.

◆ **Opening Doors Through Technology: 2002 Missouri Educational Technology Conference October 6-8, Tan-Tar-A**

--Submitted by Eric Nicklas, Program Manager, K-12 /Technology Network Program, MOREnet
<http://www.more.net/services/conferences/fall2002/>

New in 2002:

- Register online August 12-September 20 (complete schedules, session descriptions and registration information are now available on the conference website)
- Conference programs will be available at registration (no advance mailings)
- Payment and confirmation information
 - Payment must be received within five working days of the submission date of your online registration or the registration will be cancelled.
 - Registrants will receive e-mail confirmation after MOREnet receives payment.
 - Types of payment accepted: Purchase Order or Credit Card (Visa, Mastercard & Discover) only.
- Monday evening reception/hors d'oeuvres in vendor area offers opportunities for networking with colleagues and vendors
- Featured keynote speakers: Ian Jukes and Doug Johnson



Show-Me TechKnowledge 2003

Mark your calendars for February 26, 2003...the 2nd Annual Show-Me TechKnowledge Day at the State Capitol Rotunda. Show-Me TechKnowledge exhibits showcase exemplary K-12 student technology projects. It provides an opportunity for students to share their knowledge and talents and for legislators to see how technology is being effectively used in our schools. Join the Show-Me TechKnowledge Committee at the Technology Conference for an informational meeting on **Monday, October 7 at 5:15 pm in Room 60** at Tan-Tar-A.



MOREnet Training Opportunities for Educators

--Submitted by Eric Nicklas, Program Manager, K-12 Technology Network Program, MOREnet

MOREnet offers a wide variety of training sessions for all technical abilities. Courses led by MOREnet trainers are free for school staff members. A list of training courses available through March 2003 is posted at <http://www.more.net/training/schedule.html>.

Courses range from Videoconferencing with Polycom to SMART Board Use to Configuring TCP/IP to Maintaining Your LAN and more. Find complete course descriptions linked from the schedule.

Individuals who wish to attend a MOREnet training session must register through one of their organization's designated MOREnet Contacts. Find your Contacts by using the link to Find My Contact, available from the K-12 Educators' Community page on MOREnet's redesigned website: <http://www.more.net/about/communities/k12educators01.html>.

To register, the MOREnet Contact should send an e-mail message to training@more.net with the following information:

- Session date
- Session topic
- Organization name
- Attendee's first and last names
- Attendee's e-mail address
- Attendee's work phone number
- Attendee's home phone number
- Any accessibility needs

For more information, visit <http://www.more.net/training/>, send e-mail to training@more.net or call (573) 884-7200.



Staff Development via Interactive Television

--Submitted by Mike Flynn, Success Link

Provide your teachers with great training and still keep them in the classroom. Missouri educators have the opportunity to meet with other teachers and nationally-trained experts for monthly staff development via interactive television. SuccessLink will be offering cooperative learning training the second Monday of each month, from 7:00-8:00 a.m. and 3:30-4:30 p.m.

With the goal of providing training and encouragement in the use of cooperative learning techniques in the classroom, but realizing the need to limit the amount of classroom time the teachers miss, interactive television is a logical choice. Teachers can join the training from the closest interactive television site for the one hour training.

The implementation of cooperative learning activities requires teacher skills. The training sessions will discuss some basic principals of cooperative learning and focus on one particular structure each month. Teachers will be able to try out several structures and discuss how they are used in different types of classrooms and get suggestions and tips from others.

For more information call Mike Flynn at 573-636-4395 or via e-mail mflynn@successlink.org



CoSN's Internet & Education Web Telecast On CIPA

www.cosn.org/events/telecasts

In May, a three-judge federal court panel declared the portions of the Children's Internet Protection Act (CIPA) that apply to libraries unconstitutional. However, the portions of CIPA that require schools receiving federal funding, including e-rate funding, to implement technology protection measures that block and filter certain kinds of Internet content, still remain in force. To get an update on the steps schools are taking to comply with CIPA and related developments at other government agencies, register for CoSN's Inaugural Internet & Education Web Telecast on September 18, 2002 from 1:00 pm-2:00 pm ET on Internet Safety: An Update on the Children's Internet Protection Act (CIPA) and Schools.



Teens Win Cash for Talking Trash

Video Contest Focuses Attention on Efforts to Create a Litter-Free Missouri

www.nomoretrash.org

JEFFERSON CITY – Teenagers are using lights and cameras to get Missourians to take action in the war against litter. Video spots produced by Stratton Tingle of Cape Girardeau and the St. Louis-area team of Matthew Brimer, Paul Nauert and Lorenzo D'Aubert were the first winners in the "No MOre Trash!" video contest sponsored by the Missouri Departments of Conservation and Transportation. The competition, targeting Missourians ages 16 through 22, awards \$200 for 30-second entries judged best in promoting litter awareness.

Tingle, a film production student who attends college in Chattanooga, Tennessee won for his humorous take on a newscaster being pelted with trash while reporting litter problems. The other winning entry was by Brimer, Nauert and D'Aubert who are sophomores attending Lindbergh High School. It features a portrayal of Thomas Jefferson speaking out against littering.

"Making a movie is really a group effort," said Nauert, who alerted his friends to the contest after learning about it at Powder Valley Conservation Nature Center in Kirkwood. "We didn't find out about the contest until a week before the first deadline, so we got together the day school ended,

then wrote, videotaped and edited the project in less than two days using Matthew's digital camera and iMac."

"Coming up with creative ideas with friends was just a lot of fun and it would have been worth it even if we hadn't won," said Brimer. The Conservation and Highway Departments, which are key sponsors of the "No MOre Trash" campaign, recently held ceremonies honoring the contest winners. Conservation Commissioner Stephen Bradford presented Tingle's award in Cape Girardeau and Conservation Commissioner Cynthia Metcalfe gave the award to the St. Louis area team in Kirkwood. The students also received commendations from Governor Bob Holden.

Missouri's wealth of natural beauty and resources is something none of us can afford to take for granted," said Governor Holden. "The First Lady and I commend all the students who created videos for this contest. Raising awareness about litter and helping to prevent it are key to creating a litter-free Missouri." "NO MOre Trash" is Missouri's first statewide litter awareness campaign. Assisting in the effort is the Missouri Anti-litter Advisory Board established by Governor Holden and First Lady Lori Hauser Holden. The board is composed of government, business and nonprofit organizations.

The campaign began in April with the launch of the "No MOre Trash" website and a 30-second ad that ran on cable networks through July. The first video contest entries arrived in June. The next contest deadline is October 31st. "We started the video contest to give young Missourians a chance to create their own messages against litter," said Lorna Domke, campaign coordinator from the Missouri Department of Conservation. "There's a lot of creativity out there, so we hope to keep the contest going at least another year to give as many students as possible a chance to get involved." "The ad should target a 16 to 22 year old audience," said Stacy Armstrong who, along with Melissa Black, coordinates the campaign for the Transportation Department. "Anyone younger than 16 can enter, but they'll be competing against older students. The ads can be produced by a team or an individual."

Entries (in VHS, digital video or other formats) should be sent by October 31 to: Lorna Domke, No MOre Trash!, 2901 W. Truman Blvd., P.O. Box 180 Jefferson City, MO 65109. For more information on the campaign or contest or to view the winning videos, visit our website.



What Is Available at the NASA Educator Resource Center ?

--Submitted by Jackie Wortmann, NASA Educator Resource Center

<http://www2.semo.edu/nasaerc/home.htm>
nasaerc@semo.edu

Missouri's NASA Educator Resource Center is located in Cape Girardeau, Missouri, on the campus of Southeast Missouri State University. A wealth of NASA created educational materials are available, free of charge, to both Missouri teachers and non-teachers to preview on the NASA ERC website or at the Center. Curriculum, including lessons and hands-on student activities are available for all age levels. Posters, lithographs, and bookmarks are available with general information activities and worksheets on the reverse sides. There are over 200 videos titles available to borrow or purchase for \$2.50 per tape plus postage; each tape may have two titles copied on it.

Hundreds of NASA images of satellites, planets, and other spectacular natural phenomena from space are archived in slide sets; each slide has a written description for the teacher to use. CDs covering various topics, such as flight, the ocean, the Sun-Earth connection, and Mars, are available through workshops.

Both informational and content-based presentations are available to teachers and/or student groups in the southeast Missouri region. These can be arranged either on-campus or in the

schools. Also inservice teacher workshops are available on a variety of topics. These can be arranged either on-campus or in the schools.

If you are a teacher outside of the southeast Missouri region, we can meet your workshop needs by offering Monday-Friday evening workshops at our location. Our summer workshops also work well for teachers outside of the southeast Missouri region.

Nearly all of the NASA materials are free. Some are on a check-out/loan basis and some are for copying only. The NASA materials are available to you by visiting the ERC, telephoning an order, or by placing an Internet order. The only charges assessed by the ERC are copying charges, postage and shipping costs, and replacement costs (e.g., VCR tapes for video copying).

While you are on the Internet, please visit our website. See thumbnail views of many of the posters, lithos and curricula we have available. Then use our shopping cart to order NASA products that you will enhance your science, math, social studies or technology classrooms. Also, please check the calendar of workshops for this fall to see if there are workshops you would like to attend. Registration has already begun! For more information contact NASA Educator Resource Center, 222 North Pacific, Cape Girardeau, MO 63701 at 1-573-290-5394 or 1-877-321-NASA Toll-free

EDLINES: HPR*TEC's Web-based Educational Technology News Service

--Submitted by Lee G. hornbrook, Editor, Edlines
<http://edlines.hprtec.org/>

Edlines is a free Web-based news service about educational technology. Use Edlines to spread news in your region about events, achievements and local happenings centered on educational technology.

Edlines is provided by the High Plains Regional Technology in Education Consortium (HPR*TEC), one of ten federally funded organizations focused on improving student performance through the integration of advanced technologies into instructional activities. Edlines provides you with a convenient way to keep up with breaking news in education and technology. It appears online at <http://edlines.hprtec.org/> and it is distributed bi-weekly by subscription. You may subscribe to Edlines by submitting your e-mail address at <http://edlines.hprtec.org/subscribe.php>.

The HPR*TEC directly serves the 2.7 million students and 173,300 teachers in the seven states of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. Visit <http://edlines.hprtec.org/submit.php> to submit an article and learn more about submitting regularly to our news service. Send us links to news articles, events, or announcements that you find on the Web that can be published in Edlines. Planning a regional conference? Let Edlines help spread the word for you. Have an exciting twist on educational technology practice? Submit an article to be considered for publication in Edlines. Trying to encourage your district's teachers to attend an important national conference? Send a reminder about that conference customized with information for your district to Edlines.

Content at Edlines is culled from dozens of online news sources that carry information about educational technology. I'd like to carry more original features and summaries of important news stories. Have a great idea for an interesting bi-weekly or monthly series, such as Doug Adams' very popular Tech Tips? Submit your ideas for consideration. I'd be happy to entertain ideas for regularly recurring features.

Finally, the only caveat I have for submitting news stories and articles to Edlines is that each story must contain a working link to a full story, announcement, conference proposal, or other

information. Edlines provides a summary of the information and points its readers to the definitive source.

Thank you for your continued support of Edlines. We appreciate your support and interest in HPR*TEC, and, of course, in your efforts to engage your students with educational technology. If you have any questions or comments about Edlines, I can be reached at leegh@altec.org or 785-864-0697.



Missouri Schools and Programs in the News

Valley Park

Mrs. Rebecca Lopanec's Fifth Grade class at Valley Park Elementary, Valley Park, Missouri was recently recognized as EduHound Spotlight Classroom of the Week. Visit her website at <http://beckylopanec.com> Congratulations Rebecca!

MOREnet and eMINTS

The eMINTS Summer Samplers were a great success across the state. Eleven sites hosted over 210 teachers who spent a week learning how to integrate technology into inquiry-based teaching from the eMINTS Cluster Instructional Specialists. Several eMINTS teachers also helped out during the Summer Samplers and provided real-life examples for the participants. Special thanks to Michelle Smith (Southland C-9), Rebecca Lopanec (Valley Park), JoAnna Brooks (Valley Park), Krista Lenzen (Parkway), and Michelle Weissenborn (Parkway) for their assistance with the Summer Samplers.

Exploring the Future of Learning (A ThinkQuest Live Event): MOREnet and eMINTS participated in this special conference in Seattle July 19-21. Monica Beglau demonstrated video-conferencing with Janice Friesen (AIS, Christie McKenzie (CIS), and Lorie Kaplan (CIS) who were back in Columbia. The group talked about eMINTS, eThemes, WebQuests, and some of the state's plans for the Bicentennial Celebration of the Lewis and Clark Expedition with participants who came into the MOREnet booth. Suzanne Still, eMINTS teacher from Boone County R-IV in Hallsville, also contributed her expertise in working with technology to increase student performance. Many people commented on the depth of the eMINTS program and the great state-wide support of teachers in the program.



Learning With Technology

--Featuring Affton 101, Junction Hill and Halfway

Affton 101

Affton School District is located in south St. Louis, very near Grant Farms. Three years ago the district passed a tax levy increase to support renovation of the old buildings and to support technology. This was the beginning of bringing the schools into the 20th (and now, the 21st) century! Most computers, where they existed, were 286, 386, (very few) 486 and first-generation Pentium models. The Internet was available at the Administration Center, about ¼ of the classrooms at the high school, the high school library, and most classrooms at one elementary where we have two of the original "MINTs" classrooms. No other school offices, libraries, or classrooms had Internet access, with computers only available in school offices, one computer lab at each school, and in very limited numbers in classrooms.

With the passage of "Proposition A" (the tax levy increase), requests came pouring in for new computers, replacement computers, and other technology equipment! We began buying the "stuff" as quickly as possible, installing much of it ourselves, or actually, myself (did I forget to mention that I was hired as the first Technology Coordinator for the district from these same tax

funds?)! After enlisting the help of relatives, parents, other teachers, and students, we installed these new purchases day and night.

Then came the phone calls! Teachers were anxious to use these new computers they found in their classrooms. How do I use a word processor to produce a newsletter for parents? How do I use a spreadsheet as a gradebook? How can I use 4 computers for an entire class of students? I knew that I was in trouble! We had “put the cart before the horse” in putting computers in classrooms without training the teachers to use them! Thus came our idea for a grant proposal, Teacher Professional Development Project.

We are so lucky to have two MINTs teachers who have been through the wonderful training provided by MOREnet. They were very excited to bring the MINTs (and now, the eMINTs) model to their fellow teachers and principals. It was evident from working with them that technologies - not technology - should serve the curriculum instead of the other way around. Our TLCF grant funded very little “stuff.” In fact, the second year’s funds were entirely devoted to training. We focused on training teachers to use Microsoft Office 2000 (Word, Excel, PowerPoint, and Front Page) and Inspiration (Kidspiration in the lower elementary grades). Along the way, teachers were also introduced to using email, an electronic whiteboard, digital cameras, a document camera, data projector, scanners, webquests, Internet search techniques, and most importantly, how all of this can be used to support and improve student learning.

The MINTs teachers were the only trainers in the first year since we began with a relatively small group of teachers (20 – five from each of our four schools). They met with teachers on Saturdays, after school, and during the school day, with substitutes provided, keeping in mind that this first group would serve as mentors for the second year’s group. It all looked good on paper, but we discovered that our initial group had so many varying levels of computer knowledge that many of them could not serve as mentors for a new group. In fact, a few of the first group needed a second year of training just to get to the level needed to accomplish our goals.

In the second year we added 10 teachers from each school for a total of 40 second year participants. Now we had a very large group of participants, mentors, and trainers (62 in all). It soon became evident that two teachers could not possibly provide all the training needed for this group, even with mentors available for answering questions and for “holding hands” as new participants began their journey into technology. But, out of the woodwork came help in the form of other teachers who volunteered to take on some of the training responsibilities. The new group followed the model of the first year, with some modifications as a result of learning from mistakes, teacher surveys, and requests from administrators. One principal was also brave enough to attend most of the sessions with the teachers from his school. It was a great example and he now knows just what technology his teachers have available to help students achieve the goals set for them. In the second year, we also found a greater need for “make up” sessions.

With a larger group comes the reality that no schedule for training will suit all participants. A few trainers volunteered to provide these extra sessions, making it possible to achieve our grant goals.

The idea behind the TLCF has been so successful that each school now has a plan for continued training for the future. It is sent to other schools for greater opportunity for all staff members to attend the training that they actually need. Administrators and classified are also invited to attend sessions as they relate to their job assignment. We are using TAG funds and Title IID funds to help support this project, as well as our district’s Proposition A funds. Now that we have opened the door for teachers, there is no turning back, and from their comments, they would not let that happen, even if we tried! For more information Glenna Norris at gnorris@afton.k12.mo.us

Junction Hill

Junction Hill School built a computer lab eight years ago and equipped it with 15 computers with 16MB. This was a great accomplishment for a rural school eight years ago, but with modern

technology the school was left behind. In 2000 the school was awarded the TLCF grant titled *Communication Arts With Technology* (C.A.T.). During the first year of the grant the computer lab was completely refurbished with 20 new computers, LCD projector, and a SMART Board. This was the beginning of our great success story.

Students, teachers, and administration were able to gain a new perspective on technology with a new lab. The SMARTboard allowed students to use visual learning and then apply it to hands on activities. The teachers were able to cover a wide range of materials including editing, word processing, Internet, and presentation. The computers had Microsoft Office software installed, which allowed the students to develop Power Point presentations. Parents were able to access the computers and even see their child's work.

The biggest success was the teachers. Since the school had outdated computers before the grant, the teachers were lacking computer literacy skills. During the first and second year of the grant teachers were taught during in-services not only how to use computers, but how to integrate technology into their curriculum. Several of the middle school teachers wanted to bring technology into the classroom even more.

The second year of the program brought together the teachers and technology by providing a portable Smart Board, LCD projector, and a few laptops for teacher checkout. This allowed teachers not only to develop presentations but to share with others the excitement the students had towards computer literacy and learning. Science came to life when students were taught about planets using a Power Point presentation to show each planet's characteristics. In Social Studies the history of the United States was no longer just written on paper for the students to read, but brought to life in front of them. Students soon were making presentations of their own to share with the class which were graded using a scoring guide.

The success of the TLCF grant at Junction Hill has had a tremendous impact on everyone involved, and thanks to the funding, we are able to bring our students and teachers into the technology era. For more information, contact Cindy Wadlow at cwadlow@hotmail.com

Halfway

Faculty and staff at Halfway R-3 Schools have shown great progress in assimilating the technologies and information provided by the TLCF grant into their everyday lesson plans and tailoring it to the specific needs of each class. Teachers have focused on preparing lesson plans that will acquaint their students with the twenty-first century technology that will no doubt play a large role in their lives.

In year two, in-service training for all teachers began almost immediately as Halfway R-3 Schools began its 2001-2002 school year. All high school teachers attended four after school, hour-long technology workshops where the School Media director instructed them in the use of digital cameras, laptop computers, Internet search engines scanners, and the Smart Board. Several members of the staff also attended RCET workshops on web site development, using the Internet and integrating technology into everyday lesson plans.

All members of the faculty have been hard at work on creating their three PBL units, with those developed for high school, grades 7-12, being the most complex.

The Kindergarten students have prepared a picture book of class activities using digital pictures. This demonstrates the most obvious use of this technology to the children while hopefully sparking ideas for future uses.

The First Grade created a fictional school and used the computer to design help wanted posters in order to fill their fictional school's vacant positions.

The Second Grade's lesson—titled "Space Spenders"—enlisted the students to draw up a list of supplies for an imaginary space station. Students researched regional differences in pricing by finding the cost of certain items on the Internet and comparing them to locally manufactured items. Items included food, furniture, and other life necessities.

Third Grade "Amish Lifestyle vs. your Own" also shows students to use the Internet as a research tool. The lesson instructs students to research Amish lifestyles and then write essays comparing them to their own lives.

The Fourth Grade's PBL lesson plan utilizes a computer game—the Oregon Trail—to combine lessons about history, geography and information gathering. As the students advance through the game, they will also be instructed to research the real-life Oregon Trail in order to provide them with a historical perspective and teach the students necessary research skills.

Fifth Grade, in cooperation with the Art instructor, participated in a unit titled "The Gift of Trees."

The Sixth Grade teacher constructed a lesson titled "Ancient Rome." During this lesson, students have used historical data garnered from web sites to analyze the government of Rome during the Republic, summarize Rome's conquests, and interpret the dictatorship of Julius Caesar as a contributing factor to the end of the Roman Republic. After compiling all of this data, the students presented a report to the class.

In the high school, work has already begun on the third and most complex PBL unit, "If the Shoe Fits." Many members of the staff have already completed their initial PBL units and are proceeding on to "If the Shoe Fits."

Using the computer as a designing tool, Halfway's Vo-Ag program began work on creating and designing promotional flyers to encourage local FFA chapters to send their walnuts to Halfway's FFA Huller. In preparation for "If the Shoe Fits," Vo-Ag students have also begun work on the unit titled "Developing an AgriMissouri Product." This lesson will allow the students to learn how to develop a product and follow its production from start to finish.

Halfway's Athletic and Science departments have entered into a joint assignment for this project, pooling their resources and students together into group "Shoe Experiments." In the first unit, science students designed experiments to determine, contrast, and compare the effectiveness in the soles of various types of shoes. Coach acted as the control group, carrying out the experiment as the physics class observed and recorded. Two brands (Nike and Reebok) and two types (basketball and cross trainer) of shoe were tested for thickness of the sole and their traction control. All the data collected by the various science classes is to be collected into a comprehensive report that will be composed using word processor programs and feature data tables and graphs.

The technology director has taken the role of media instructor for Halfway R-3. He has conducted four workshops instructing teachers in the proper use of the Internet, printers, scanners, digital cameras and the Smart Board. His efforts assure that all teachers will be proficient in the technologies provided by this grant.

The Business department classes also implemented "If the Shoe Fits." The class has created a fictitious business name Active Foot, and has used the Internet to research the development of shoes. After finding legitimate and cost-effective materials for the project, students will develop a business budget and create a Power Point presentation about Active Footware.

The Humanities instructor designed a PBL unit in which students use the Internet to research and plan a trip to a foreign country. The Humanities department has also begun research into the history of shoes, particularly those used in famous historical sporting events, such as the Olympics.

The Art department developed several designs of shoe in various styles (such as contour line, gesture line, and realistic shading) as well as a computer study of the elements of a shoe. Presentation boards will be prepared.

The Family and Consumer Sciences department used the Internet to research the designs of athletic shoes. Using computers and other, more traditional tools, her students will design six (6) original styles of shoe and create a presentation featuring the pros and cons of each design. Based upon these presentations, the class will narrow down their choices until one shoe is chosen to be the final show design.

Math students spent their first PBL unit researching, contrasting, and comparing the cost of travel to a specific place by various modes of transportation (including train, bus, and plane). In terms of "If the Shoe Fits," the Math department will be in charge of researching production costs, pricing and other needed budgets for production and sale of a multi-purpose shoe.

Social Studies students used the Internet to search out information about existing laws that have become outdated, but remain on the books, in order for the students to acquire an understanding of laws that will "stand the test of time." For "If the Shoe Fits" the Social Studies department will use the Internet to research the history of Active Footwear's product, i.e., athletic shoes. This will provide the children with a working knowledge of the history of shoes and how athletic shoe design and marketing has changed over the years.

The English department created and designed a marketing survey directly related to the "Shoe Project." Questions such as "what are people willing to pay for a shoe of this type?" and "what special features should be included in a good tennis shoe?" were included. The English department will also be in charge of collecting all of the research data accumulated from the Science, Math and other departments and compiling them into a single collection of documents. These documents will be Active Footwear's first 'Business Report,' with proper, professional business report formatting provided by Microsoft Word. The English students will also analyze their report and find out if any necessary information is missing.

As year two ends, Halfway R-3 School's implementation is proceeding on schedule. Students are learning to use twenty-first century technology practically and efficiently, and will continue to do so as the students and faculty move on into the twenty-first century. For more information about Halfway's TLF project contact Judene Blackburn at nfk010@mail.connect.more.net



Copyright Question of the Month

Please note the answer to this question has been updated. The answer to this scenario was believed to be "No". It was further investigated after receiving a question from Dr. Diane Cordry Golden, Director, Missouri Assistive Technology Council. Heidi Atkins-Lieberman, legal counsel for the Division of Special Education contacted Mr. Sam Digoralamo, lead copyright attorney for the review group, and received the updated answer.

Q. May an educator (e.g. administrator, classroom teacher, substitute teacher, or student teacher) other district employee, volunteer, or others read a trade book or textbook to create a cassette tape for a student with a learning disability other than visual impairment?

A. Yes An educator may duplicate audio materials of a nondramatic literary work to provide materials for students with disabilities, such as Learning Disabilities (LD) and visual impairments with medical proof of their impairment.

Note: However, if an audio tape is already available for purchase, it is not clear whether such duplication is permissible. A school district would want to consult with an attorney prior to undertaking such a duplication under such circumstances.

Note: If an audio cassette tape is available for purchase, consider quality. The quality of the commercial recording will be far better than most schools can produce.

Mark Your Calendar

September 1	Newsline published online
12	MO Rural Opportunities Council Telecommunications/Education Committee Meeting (1:15-3:30 pm) Governor's Office Building—Room 316, Jefferson City, MO
15	TAG Online Applications due
25	Newsline articles due
October	Computer Learning Month
1	Newsline published online
10	MO Rural Opportunities Council Telecommunications/Education Committee Meeting (1:15-3:30 pm) Governor's Office Building—Room 316, Jefferson City, MO
15	TLCF Final Expenditure Reports due
25	Newsline articles due

Upcoming 2002 Conferences

September 22-25	Los Angeles, EdNET 2002 Los Angeles, CA http://www.hellerreports.com/ednet2002/Index.html
September 29-October 1	10 th National Quality Education Conference Greater Columbus Convention Center, Columbus, Ohio http://nqec.asq.org
October 6-8	Missouri Educational Technology Conference Tan-Tar-A, Osage Beach, MO Missouri Research and Education Network Missouri Department of Elementary & Secondary Education
October 10	Breakthrough Technologies for 21 st Century The Roosevelt Hotel, New York City http://www.techlearning.com/events
October 10	TECH FORUM: "Breakthrough Technologies for 21 st Century Schools" The Roosevelt Hotel, NYC http://www.techlearning.com/events/techforum/
October 10	Bringing the Educational Community Online Rocky Hill, CT http://www.finalsite.com/news_center/seminars/
October 11-13	2002 ASCD Conference on Teaching and Learning Standards New Orleans, Louisiana http://www.ascd.org/trainingopportunities.html
October 13-15	Joint Iowa ASCD ITEC Conference Des Moines, IA www.itec-ia.org
October 15-16	Connected Classroom Conference Houston, TX http://proflearn.classroom.com/ProfDev/conferences

October 20-22	Systems Change Conference for School Leaders Ramkota Inn Sioux Falls, SD http://systemschange.midwestmaple.org
October 25-27	Missouri Conference on Public Education Tan-Tar-A, Osage Beach, MO Missouri School Board Association
October 28-30	First Annual Student Achievement and School Accountability Conference Chicago, IL http://www.ed.gov/offices/OESE/SASA/conference.html
November 15-17	NSBA'S Technology + Learning Conference 2002 Dallas, TX http://www.nsba.org/T+L
January 27-29	Midwest Education & Teaching Conference Millennium Hotel, St. Louis Cooperating School Districts
February 19-21	New Technologies in Training and Technical skills Orlando, Florida http://www.salt.org
February 26-27	K-12 School Networking Conference: Achievement, Assessment & Accountability Hyatt Regency Crystal City, Arlington, VA http://www.k12schoolnetworking.com
March 4-5	RCET-SW Conference University Plaza, Springfield, MO
March 17-19	Microcomputers in Education Conference Arizona State University, Tempe, Arizona http://mec.asu.edu
March 19-20	MOREnet Spring Technical Conference Tan-Tar-A, Osage Beach, MO
March 19-20	Missouri Research and Education Network HELIX (Higher Education Learning & Information eXchange) Conference Tan-Tar-A, Osage Beach, MO MERC (Missouri Education & Research Consortium)



From the Mailbag

Edlines is a Web-based news service provided by the High Plains Region Technology in Education Consortium, one of ten federally-funded organizations focused on improving student performance through the integration of advanced technologies into instructional activities. Edlines provides a convenient way to keep up with breaking news in education and technology. The following stories have appeared in Edlines since the last issue of Edlines Digest was sent out. You can read any story by clicking the link, or read all of the current stories by visiting <http://edlines.hpptec.org/>

Bridging the Tech-Education Gap

<http://edlines.hpptec.org/article.php?ArtId=597>

According to a recent study by Grunwald Associates, many parents and kids believe that technology can help provide a better education.

Teacher Training Tops Priorities in Tech-Rich Schools

<http://edlines.hpptec.org/article.php?ArtId=593>

Thanks to the e-rate, the vast majority of students and schools in America have Internet access. But what, realistically, can be done with the technology?

Students Prefer Paper News

<http://edlines.hprtec.org/article.php?ArtId=589>

Despite U.S. colleges' inclination to add computer technology to many, or most, aspects of campus life, most students still prefer printed campus newspapers over their online counterparts.

Three Virginia Schools Partner in New Technology Center

<http://edlines.hprtec.org/article.php?ArtId=585>

Virginia has started construction on an \$18 million, 90,000-square-foot academic technology center called the Institute for Advanced Learning and Research, in Danville.

Distance Education Group Now Open to the Public

<http://edlines.hprtec.org/article.php?ArtId=577>

The Alliance for Lifelong Learning, a nonprofit distance-education company run by Stanford University, the University of Oxford, and Yale University, has a new name and is open to the public.

Using Poetry to Stop Spam

<http://edlines.hprtec.org/article.php?ArtId=581>

Habeas, a new spam-filtering service headed by anti-spam activist and attorney Anne P. Mitchell, embeds a bit of copyrighted poetry in e-mail messages to guarantee that they are not spam.

Danish Group Authors Book About Linux for Tech. Coordinators

<http://edlines.hprtec.org/article.php?ArtId=573>

In Denmark, a group of education-minded Linux advocates has authored a book aimed at technology coordinators in schools.

IBM Grant to Fund Web Site for Teachers

<http://edlines.hprtec.org/article.php?ArtId=569>

IBM has granted the San Jose Unified School District \$1.5 million to fund the second phase in the IBM Reinventing Education program.

Literature as Digital Art

<http://edlines.hprtec.org/article.php?ArtId=565>

What will the Digital Age do to literature? Avant-garde novelist Robert Coover says that he's not convinced that writing produced in virtual reality laboratories is going to be real literature, but is sure of this: "I don't want to be excluded from it."

Educational Technology Emerging in Africa

<http://edlines.hprtec.org/article.php?ArtId=504>

SchoolNetAfrica (SNA) is the first African nonprofit organization to focus on bringing educational technology resources to students in Africa.

Recruiting Minority Students for Technology Careers

<http://edlines.hprtec.org/article.php?ArtId=561>

Former Microsoft manager Trish Millines Dziko used her wealth and connections to start the Technology Access Foundation, which funds an intensive, four-year technology education program for minority teenagers from low-income communities.

NewYorkTimes.com, NPR Team Up on Education Web site

<http://edlines.hprtec.org/article.php?ArtId=557>

NYTimes.com and NPR have launched Justice Learning (www.justicelearning.org), a free civics Web site designed for high school students and teachers.

Students: "Give Me My World Wide Web Education!"

<http://edlines.hprtec.org/article.php?ArtId=553>

A study released yesterday by the Pew Internet and American Life Project (PIP) found that students do not think their schools fully utilize the Web as a teaching tool.

Supertechnews

www.blegroup.com

Attached is the link to the August issue of Supertechnews, <http://www.blegroup.com/supertechnews/aug02.htm> a service of the CIO –Time Share service for small and medium size school systems. The purpose of the newsletter is to provide front line administrators in small districts with frameworks and sufficient information to make good technology decisions. This issue is on purchasing hardware. It is vendor neutral and provides product descriptions, case studies, and best practices on current issues in hardware purchase... You may find copies of previous issues of STN which relate to Accountability, web based professional development and reading applications on our web site, www.blegroup.com

For more information contact Eliot Levinson, CEO, the BLEgroup www.blegroup.com or telephone 703.437.0482

Find high-quality donated computers at "Share the Technology"

<http://www.sharetechnology.org>

Share the Technology—a nonprofit organization focused on recycling used technology—has announced a new web site where educators in need of computer technology can turn to locate second-hand donations or contribute old machines to a pool for redistribution. All kinds of computer hardware and software can be donated and found on the site. Do you worry about receiving out-of-date technology? Don't. To keep schools from digressing back to the Stone Age, the organization only recycles PCs that run on Pentium processors and Mac Power PCs or better. Other acceptable products include keyboards, inkjet and laser printers, hard drives, scanners, mice, and modems. Software donations are only accepted if the products are available as original copies, complete with manuals and licensing materials. Visitors who plan to frequent the site will find help in the form of a news section, which reveals major donations made and reviews other happenings or developments within the organization.

Putting Handheld Through Their Paces

<http://www.fcw.com/geb/articles/2002/0715/web-frost-07-19-02.asp>

K12NECTS, which stands for K-12 Networking Education Community Teachers and Students, is a three-year experiment to test how handheld devices can be integrated into the curriculum. The district expects to have an instructional model developed by 2005 that other schools can follow. Source: Federal Computer Week

Technology and Student Assessment

<http://www.bc.edu/research/intasc/jtla/journal/v1n1.shtml>

An article in the new online publication, the Journal of Technology, Learning, and Assessment, argues that the inexorable advance of technology will force fundamental changes in the format and content of assessment. Source: Journal of Technology, Learning, and Assessment

The GrantStation Insider

<http://www.grantstation.com/grantstation/index.asp>

From The Missouri Rural Opportunities Council and GrantStation The GrantStation Insider provides you with the latest information on new funding programs, upcoming grant deadlines, conferences, and general information for grantseekers.

Improving Education Through Technology

American Association of Colleges for Teacher Education

Microsoft Innovative Teachers Program is designed to build a national network of Communities of Practice & Expertise (CPEs) that work together to improve teacher education and student learning through the use of technology. In its most basic form, a CPE is a partnership agreement between a School, College, or Department of Education (SCDE) and/or a professional development school or a K-12 school district. This partnership will provide technology-related professional development opportunities to faculty members, prospective teachers, and practicing teachers.

Visit http://www.grantstation.com/public_gsinsider.asp for grant criteria and contact information

Be Good To Yourself!

<http://www.learner.org/info/news/news3.html>

As you return to school, remember to evaluate your own professional development needs. The Annenberg/CPB Channel can help fulfill many of them. Our workshops and courses give you an opportunity to focus on topics of concern to you. Not only can you directly view our broadcasts and use tapes, either purchased or made from the broadcast, you can now watch broadband simulcasts (if you have an Internet connection that's faster than "dial-up") at www.learner.org. It is even possible to complete workshops on your own, taking advantage of our online discussion to serve as your cohort. For the complete schedule of workshops and courses for fall, visit

<http://www.learner.org/info/news/news3.html>

Orbital Data Net

www.OrbitalData.net

Orbital Data net has designed a system to fit the needs of schools and other sites that find it difficult to obtain cost effective broadband connectivity to the Internet. With many years in the field of distance learning, we have, what we believe to be a very robust and fast satellite 2-way network that is business class. With no residential customers, this network is used by the United States Post Office, Sears and many other top rated companies. We have now provided the same technologies to K-12 and higher education sites as well s hospitals and airports. We are approved to provide this product using federal financial assistance and have a SPIN number so approved sites may use our service using form 471. Visit our website for further information.

KIDdisk

http://www.point-click.com/kiddisk/kiddisk_brochure.pdf

More than ever before, concerned parents are looking for ways to assure the safety of their children. KIDdisk, a new child safety program, provides a convenient way to organize and store important identification information about a child on computer. The software stores a complete child ID profile including pictures, descriptions, medical and other information. It also includes an

interactive child safety guide, as well as a web site where students create their own web pages to chronicle and showcase their academic accomplishments. Check out the website for more information.

LYSOL/NSTA Science and Your Health Challenge

<http://www.eschoolnews.com/resources/funding/opps.cfm#376>

Lysol Brand and the National Science Teachers Association invite elementary teachers to submit innovative science projects for grants of \$1,500 for to be used for professional development and classroom materials.

Share Your Experience: Call For CoSN Presenters

<http://www.k12schoolnetworking.com>.

The Consortium for School Networking (CoSN) will be holding it's 8th Annual K-12 School Networking Conference: Achievement, Assessment & Accountability on February 26 & 27, 2003 at the Hyatt Regency Crystal City, Arlington, VA. CoSN is soliciting presenters for this important national conference on how the Internet and information technologies infrastructure can improve learning and student achievement in the K-12 classroom. The conference program will focus on:

- * How can real-time assessment change instruction?
- * What is data driven decision making?
- * What does scientifically based research mean as required by No Child Left Behind?
- * What is technology leadership in the age of accountability?
- * Where have we been and where are we going with education technology?
- * How can eLearning address equity?
- * What is the promise of broadband in schools?
- * How do we define literacy for the 21st century?

Deadline for submission is September 13, 2002. For further details on how to submit a presentation, please visit <http://www.k12schoolnetworking.com>.

Netday To Track Technology Trends

http://www.netday.org/netday_index_how.htm

NetDay has launched NetDay Index, a new national index that will track trends in what school superintendents think about the value and impact of technology use in K-12 education. The NetDay Index is designed to gauge how the nation's superintendents are responding to calls for technology investments in the classroom and the increased emphasis on accountability. As a first step in this initiative, NetDay is reaching out to school superintendents across the nation and encouraging them to register online at http://www.netday.org/netday_index_how.htm. Each month participants will receive a short list of questions about the value of technology investments in school districts as they relate to educational results and the impact of Leave No Child Behind.

Connecting Technology and the Curriculum

http://www.techlearning.com/db_area/archives/WCE/archives/jameslyn.htm

Models of success go a long way to helping others. This successful team outlines their seven-step process for ensuring the successful integration of technology into the curriculum.

Webpages to Go: Offline With Internet Explorer

http://www.techlearning.com/db_area/archives/WCE/archives/jameslyn.htm

Learn to copy Internet Web pages to your own hard drive or network file server to use during your lessons. Access to these offline pages is faster and guaranteed, regardless of the speed/status of your Internet connection during classes.

A Treasure-trove of Information: Digital Newspaper Archives

<http://edlines.hprtec.org/article.php?ArtId=479>

As part of ProQuest's Historical Newspapers Project, the New York Times has become the first newspaper to digitize its entire archives dating back 148 years.

Figure This!

<http://www.figurethis.org>

Developed by math teachers with a grant from the U.S. Department of Education, Figure This! provides free math resources, activities, and challenges that students can attempt to complete in class or at home with their families. The site employs creative, colorful cartoon characters with names like Polygon, Exponent, and Tessellation to take students through a variety of different math challenges each month. According to the site's developers, every new challenge comes complete with an explanation of the type of math being used and applies the function to real-world scenarios. Each challenge also offers follow-up facts, resources, and additional questions to think about. Figure This! unveils three or four new challenges per month and expects to provide 80 different challenges in all. With an eye toward encouraging parental participation, the site also offers a variety of helpful resources for parents in its Family Corner section. Parents can learn how to help their children with homework, draft questions for teachers or administrators, and find ways to move their children to the next level of learning.

Reality Bytes

<http://media.guardian.co.uk/mediaguardian/story/0,7558,764719,00.html>

The global non-profit, OneWorld International, has just launched its own version of reality TV. OneWorld TV, available on the Internet, features short contributions from film-makers, from around the world. Subjects range from Aids and global warming to the conflict in the Middle East. In a unique twist to the reality genre, OneWorld TV also allows visitors to upload their own films to the site, either beginning new strands or adding to other people's stories. "Our aim was to reinvent television for the web," explains OneWorld International director, Peter Armstrong. "There is no point in trying to broadcast 30-minute documentaries over the web, and we didn't just want to drop clips into a database, which would have been really boring. Because it's interactive, people can take the story in whichever direction they want, and can even become part of the storytelling process themselves." Like an Internet bulletin board, contributions to the site are overseen by a moderator.
[SOURCE: The Guardian]



Internet Sites of Interest

Education Reform

On Jan. 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001 (NCLB). This new law represents his education reform plan and contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changes the federal government's role in kindergarten through grade 12 education by asking America's schools to describe their success in terms of what each student accomplishes.

Some sites to help in this effort:

Closing the Achievement Gap in America's Public Schools

<http://www.nclb.gov/next/closing/index.html>

National Institute for Literacy (NIFL)

<http://www.nifl.gov>

For Parents: No Child Left Behind Resources

<http://www.nclb.gov/parents/index.html>

No Child Left Behind: What Will It Take?

<http://www.edexcellence.net/NCLBconference/NCLBconferenceindex.html>

SEPTEMBER 11 COMMEMORTION

As we commemorate the events of September 11, 2001, we may look for ways to reflect upon this sensitive and often graphic topic. According to experts, schools should carefully plan any event that commemorates the first anniversary of September 11. What's most important is that the activity reflect what your students need. Review each resource below carefully to make sure it's appropriate to present to your intended audience -- especially younger students.

NAESP - Remembering September 11

<http://www.naesp.org/sept11anniv02.htm>

Preparing for Sept. 11

<http://www.poynter.org/web/080902jon.htm>

Project Liberty: Educational Materials

<http://www.projectliberty.state.ny.us/educational.htm>

US DOE: Helping Children Understand...

<http://www.ed.gov/inits/september11/>

FALL

The Foliage Network

<http://www.foliagenetwork.com/>

Fall Color & Facts

<http://ncnatural.com/fall-color/>

Fall Fun at Kids Domain

<http://www.kidsdomain.com/holiday/fall/index.html>

Pumpkins and More

<http://www.urbanext.uiuc.edu/pumpkins/>

USApple Association - Fall Recipes

<http://www.usapple.org/special/fallrecipes.html>

APPLES

abcteach: Apple Theme Unit

<http://www.abcteach.com/MonthtoMonth/September/applesTOC.htm>

Johnny Appleseed Hunt

<http://www.kn.pacbell.com/wired/fil/pages/huntjohnnyamr.html>

Apple Theme- ChildFun's Food and Nutrition

<http://www.childfun.com/themes/apple.shtml>

Michigan Apple Educational Resources

<http://www.michiganapples.com/educational.html>

Net-Wise Teens: Safety, Ethics, and Innovation

http://www.techlearning.com/db_area/archives/TL/2002/08/netwise.html

Where are kids logging on, and how can we ensure responsible online behavior while still harnessing their passion for the Internet.

Hot Numbers for Middle School Math

http://www.techlearning.com/db_area/archives/TL/2002/08/hotnumbers.html

Guiding students from percentages to probability, these digital math curricula offer alternatives to traditional textbook teaching.

http://www.techlearning.com/db_area/archives/TL/2002/08/hotnumbers.html

Friendship Through Education

<http://friendshipthrougheducation.org/index.html>

Friendship Through Education offers numerous opportunities for online collaboration with students in other countries. It also provides educational partnership projects such as helping equip schools in Afghanistan so children there can attend school.

eThemes

Copyright Laws

<http://emints.more.net/ethemes/resources/S00000742.html>

Learn about copyright law and the rules regarding the use of images, music, movies, text, software, and more. Find out if your use of copyrighted material falls under the Fair Use policy. Try the online calculator to determine if a work is in the public domain. Includes some class activities to help students understand copyright issues.

Decade: 1920-1929

<http://emints.more.net/ethemes/resources/S00000741.html>

Read about American life during the Roaring Twenties. Listen to jazz music, learn how to dance the Charleston, and view pictures of the fashions during this era. Topics include Prohibition, gangsters, flappers, the Teapot Dome scandal, women's suffrage, the 19th Amendment, the Harlem Renaissance, and the Red Scare. Find out what common products were invented during this era and read biographies on famous people, including Charles Lindbergh, Amelia Earhart, Louis Armstrong, Babe Ruth, and more. Includes interactive timelines and a link to an eThemes Resource on "The Great Gatsby."

Crafts: Dioramas

<http://emints.more.net/ethemes/resources/S00000744.html>

Learn how to make dioramas using shoeboxes. These sites include instructions and pictures that you can print out and use. The scenes include dinosaurs, oceans, forests, wetlands, castles, and more.

Reading Comprehension Strategies

<http://emints.more.net/ethemes/resources/S00000737.html>

These sites offer various strategies that will help improve reading comprehension for students at all grade levels. Includes many online stories and questions to test reading comprehension. There is a reading comprehension inventory and research articles on this topic. Many pages can be printed out and used in the classroom. Some of the tips include KWL charts, story maps, word maps, and story pyramids. There is also a link to an eThemes Resource on graphic organizers.

Pioneer Life: Sod Houses

<http://emints.more.net/ethemes/resources/S00000739.html>

These sites are about houses made from sod that many pioneers built and lived in during the 1800s. See photos of past and reconstructed sod homes in Nebraska, Kansas, and the Dakotas. Read letters from people in which they talk about life in sod houses. Includes a few activities

about making a sod house in the classroom. Includes links to eThemes Resources on grasslands and pioneer life.

Missouri Regions: River Heritage

<http://emints.more.net/ethemes/resources/S00000743.html>

These sites have information about Missouri's River Heritage Region, also known as the Bootheel. Learn about many state parks, take a virtual visit to Lambert's Cafe, and view photos of an underground mine. Towns include Cape Girardeau, Ste. Genevieve, Sikeston, Charleston, Miner, New Madrid, and Jackson. Watch Missouri Heritage videos about this region. There are links to eThemes Resources on the New Madrid earthquakes and the state flag.

Shakespeare: "A Midsummer Night's Dream"

<http://emints.more.net/ethemes/resources/S00000723.html>

These sites include summaries, lesson plans, and suggested classroom activities for this play by William Shakespeare. Read the full text of the play online, watch a movie clip, or take online quizzes. Includes eThemes Resources on Shakespeare's life and "Drama for Students."

Shakespeare: "Macbeth"

<http://emints.more.net/ethemes/resources/S00000740.html>

These sites have summaries, study questions, and lesson plans for the tragedy "Macbeth" by William Shakespeare. Read the entire play online, take an online tour of the Glamis Castle, or watch a "Star Wars" version of the movie created by students. There are links to eThemes Resources on Shakespeare's life and "Drama for Students."

Literature: "The Great Gatsby" by F. Scott Fitzgerald

<http://emints.more.net/ethemes/resources/S00000730.html>

These sites have plot summaries, discussion and essay questions, and character descriptions for the novel "The Great Gatsby." There are interactive quizzes and classroom activity ideas. Watch videos of experts talking about the book and its author, F. Scott Fitzgerald. Includes a link to an eThemes Resource on the 1920s.

Aviation: Activities for Junior and High School Students

<http://emints.more.net/ethemes/resources/S00000747.html>

These sites have classroom activity ideas and unit plans about aviation. Learn how aircraft fly and try to solve word problems and other mathematical equations relating to aviation. Download a flight simulator to navigate your own aircraft.